How We Express Ourselves

YEAR 1 UNIT OF INQUIRY OVERVIEW

16th JUNE – 29th AUGUST 2014

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

CENTRAL IDEA:

Through the arts people use different forms of expression to convey their uniqueness as human beings.

Enduring Understandings:

What do we want the students to remember for a lifetime?

After this inquiry students will have developed a greater understanding of:

- Everyone is unique with differing ideas, opinions and skills.
- Appreciation and respect of artistic skills and talents.
- Reflection being a valuable skill to develop and improve all aspects of their learning.

Teacher Questions:

- What is art?
- What is uniqueness?
- What is expression?
- What are the different forms of artistic expression?
- Where do we find art in society?
- How do you express yourself?

Lines of Inquiry

What is the focus of our inquiry?

- People can express themselves in diverse ways
- Everyone can express their uniqueness through the arts
- The role of art in culture and society
**How We Express Ourselves**

**PYP Attitudes**

What attitudes do we want students to demonstrate?

**APPRECIATION** – Appreciating the wonder and beauty of the world and all its inhabitants.

**CREATIVITY** – Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

**CURIOSITY** – Being curious about the nature of learning, about the world, its people and cultures.

**Learner Profile Attributes**

What attributes do we want students to exemplify?

**COMMUNICATORS** – Expressing ideas and information confidently and creatively in a variety of modes of communication.

**OPEN-MINDED** – Students appreciate their own and others cultures and art forms and consider the perspective of others.

**RISK TAKERS** – Students are willing to ‘have a go’ at acquiring new skills and understandings.

**Skills**

What Transdisciplinary skills will students acquire and practise during the unit?

**SELF – MANAGEMENT**

**Fine Motor Skills** – I can use my smaller muscles to show how precise I can be.

**Gross Motor Skills** – I can use my large muscles to show how strong I am, particularly in the Circus Skills Program.

**RESEARCH**

**Planning** – I can plan how I am going to produce something.

**Organising Data** – I can sort and organize the information I’ve learned from different places.

**Formulating Questions** – I can think up relevant questions.

**THINKING**

**Evaluation** – I can decide if I like something and give my perspective.

**COMMUNICATIONS**

**Speaking** – I can speak clearly when presenting information.

**Key Concepts**

**FORM** – What is it like?

**PERSPECTIVE** – What are the points of view?

**REFLECTION** – How do we know?

**How can parents help at home?**

To deepen your child’s understanding of their inquiry, you could:

- Observe and discuss various art works, architecture, famous paintings etc, with your child to develop skills of appreciation.
- Support and encourage creativity in your child to develop self confidence.
- Encourage your child to experiment with different art forms such as construction, painting, printing, sculpture, dancing and music.
- Plan a family visit to an art gallery or exhibition.